

Your name, the course number, the professor's name, and the date of the paper are double-spaced in 12-point, Times New Roman font. Dates in MLA are written in this order: day, month, and year.

Elizabeth L. Angeli
Professor Patricia Sullivan
English 624
14 December 2008

Green text boxes contain explanations of MLA style guidelines.

Blue boxes contain directions for writing and citing in MLA style.

Angeli 1

Page numbers begin on and with page 1. Type your name next to the page number so that it appears on every page.

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (see Demaree, for example). However, while these authors discuss journals, newspapers, pamphlets, and brochures, I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

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succeeded it" (19). In the midst of the development of the journal, farmers began writing handbooks. Not much has been written on the handbooks' history, aside from the fact that C.M. Saxton & Co. in New York was the major handbook publisher. Despite the lack of information about handbooks, and as can be seen in my discussion below, these handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the "need for acquiring scientific information upon which could be based a rational technology" that could "be substituted for the current diverse, empirical practices" (Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his first chapter by stating that "[v]ery erroneous theories have been propagated" resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: "The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . ." (75). His book captures the call and need for scientific experiments to develop new knowledge meant to be used in/on/with American soil, which reflects some farmers' thinking of the day.

By the 1860s, the need for this knowledge was strong enough to affect education. John Nicholson anticipated this effect in 1820 in the "Experiments" section of his book *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States:*

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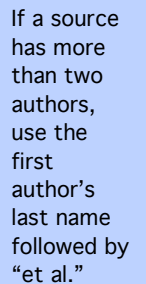
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Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form “. . . State experiment stations and extension services . . . [that] added [to] . . . localized research and education . . .” (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization’s “foundation stone” (367) and by including these seven objectives:

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These objectives were a response to farmers’ needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts



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with the discussion of agricultural history I have presented above.

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CONCLUSION

The conclusion
“wraps up” what you
have been discussing
in your paper.

Because
this is a B-
level
header, the
paragraph
is not
intended.

The
conclusion
should
restate the
following:
your topic,
your topic’s
importance,
your thesis,
and your
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From examining Drown’s, Allen’s, and Crozier and Henderson’s handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors’ ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science’s role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.

You may end
your
conclusion
with a call for
action or
future
research
possibilities.
You might
also include
what this
would add to
your topic’s
field.

Works Cited

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

The Works Cited page is a list of all the sources cited in your paper.

MLA now requires all sources to have a publication marker. For example, books receive the marker "Print" after the citation.

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market*. New York: Saxton, 1849. Print.

Baker, Gladys L., Wayne D. Rasmussen, Vivian Wiser, and Jane M. Porter. *Century of Service: The First 100 Years of the United States Department of Agriculture*. [Federal Government], 1996. Print.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870*. Cambridge, MA: Harvard UP, 1969. Print.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860*. New York: Columbia UP, 1941. Print.

Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Providence, RI: Field, 1824. Print.

"Historical Census Browser." *University of Virginia Library*. 2007. Web. 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Ames, IA: Iowa State UP, 1994. Print.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Philadelphia: Carey, 1825. Print.

Morrill Land Grant Act of 1862. Prairie View A&M. 2003. Web. 6 Dec. 2008.

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If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

Nicholson, John. *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States*. [Philadelphia]: Warner, 1820. Print.

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Notes

Center the title "Notes," using 12-point Times New Roman font.

Endnotes begin on a new page after the paper but before the Works Cited. Double-space all entries, and indent each entry 0.5" from the margin.

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3. Please note that any direct quotes from the nineteenth century texts are written in their original form, which may contain grammar mistakes according to twenty-first century grammar rules.

Works Cited

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

The Works Cited page is a list of all the sources cited in your paper.

MLA now requires all sources to have a publication marker. For example, books receive the marker "Print" after the citation.

Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market*. New York: Saxton, 1849. Print.



Baker, Gladys L., Wayne D. Rasmussen, Vivian Wiser, and Jane M. Porter. *Century of Service: The First 100 Years of the United States Department of Agriculture*. [Federal Government], 1996. Print.



If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

MLA no longer requires URLs in the Works Cited. Instead, you must write "Web" before the date of access in the entry. This serves as the entry's publication marker.

Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870*. Cambridge, MA: Harvard UP, 1969. Print.

Demaree, Albert Lowther. *The American Agricultural Press 1819-1860*. New York: Columbia UP, 1941. Print.

Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Providence, RI: Field, 1824. Print.



"Historical Census Browser." *University of Virginia Library*. 2007. Web. 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Ames, IA: Iowa State UP, 1994. Print.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Philadelphia: Carey, 1825. Print.

Morrill Land Grant Act of 1862. Prairie View A&M. 2003. Web. 6 Dec. 2008.

Nicholson, John. *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States*. [Philadelphia]: Warner, 1820. Print.